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ABSTRACT

This paper is a summative review of responses received from teachers who participated in Teacher Corps projects during 1975-1976. The survey sought to determine involvement by teachers in Teacher Corps training, planning, evaluation, work-related activities, network activities, and in decision-making about training events. In addition, teachers were asked to rate individual training events they attended during the year and indicate three things that should be modified to make Teacher Corps projects more effective. The survey elicited 54 responses, most of them indicating that: (1) teachers did not feel parity in decision-making; (2) they did not feel training programs were planned, implemented, or evaluated by them or for them; (3) they confused network and university support; (4) they sought improvement of skills to work with interns and other teachers towards improving teaching skills, curriculum, and use of the school plant; (5) they felt projects were not planned, implemented, or evaluated with them; (6) they reported increased expertise in use of special education, reading, math, and other specific curriculum materials, and techniques in classrooms; (7) some expressed concern about community and parental involvement; and (8) a few were aware of the new demonstration focus in Teacher Corps projects. (DMT)

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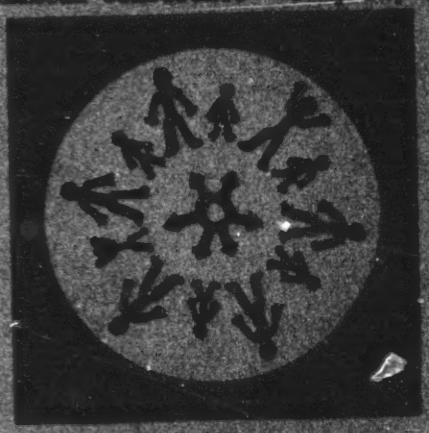
SPECIAL REPORT

TEACHER ROLE GROUP RESPONSE ON SPECIAL TRAINING PROVIDED BY PROJECTS AND NETWORKS IN 1975-1976

(based on information collected at Role Group meeting during Developmental Conference - July 22, 1976)



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A. Introduction

1. As the principal recipient of Teacher Corps in-service training under the new legislation, the 10th Cycle teacher role group was surveyed during the developmental conference about the training they felt they had received from Teacher Corps projects and from networks during the preceeding year. 54 responses from teachers who received training from Teacher Corps projects or networks in 1975-1976 were received and reviewed. The survey sought to determine involvement by teachers in Teacher Corps

   (a) training

   (b) planning

   (c) evaluation

   (d) work related activities

   (e) network activities

and teacher involvement in decisions about training events. In addition, teachers were asked to rate individual training events they attended during the year. They were also asked to indicate three things which should be modified to make Teacher Corps projects more effective.

2. The following is a summative review of this information with contrastive information by network where deemed useful.

B. General Characteristics

1. Only 8 Teachers in the teacher role group are teachers with less than five years' experience. 46 teachers had more than five years' experience. 13 teachers had more than fifteen years' experience. Only one network (LOAN) had more teachers with less than five years' experience reporting. This sample of Teacher Corps teacher role group participants indicates that very experienced teachers are attending the developmental conference.

2. Interestingly, only 17 of 54 teachers reported working in a non-urban school. 68% of teachers working with Teacher Corps are in urban situations. Two Networks (Mid-South and Rocky Mountain) had only rural situation teachers reporting.

3. 7 of 54 teachers reported working in small schools, 21 of 54 teachers reported working in medium size (201-600 student) schools, and 26 of 54 teachers reported working in large schools. Interestingly, only four of the rural schools were reported also as small schools. Most rural schools were reported as large schools (over 600 students).

4. 32 of 54 teachers reported serving in elementary schools. 14 of 54 teachers reported serving in junior high or middle. 1 of 54 reported serving in a high school. 1 of 54 reported working in a K-12 school. 6 of 54 did not answer. Teachers reporting in this sample are primarily elementary. Only one network (MINK) had exclusive by junior high/middle school teachers in attendance.

C. Effects of Teacher Corps Activities

1. There was no significant difference between first and second semester in the number of Teacher Corps training events held for the teachers reporting in this sample. There were 12 of 54 (first semester) and 9 of 54 (second semester) who reported no training events they had participated in. 5 of 54 reported no training participation in either semester.

Two patterns of number of training events were reported over 10 and under 7.

	1st	2nd
Over 10	9/54	7/54
Under 7	34/54	39/54
0	12/54	9/54

6 of the 54 teachers reported over 10 training everts for both semesters.

2. As in number of training events, there was no significant difference between first and second semester in number of Teacher Corps planning events attended by the teachers reporting. 27 of 54 (first semester) and 23 of 54 (second semester) reported no planning events participation. 15 of 54 reported no planning participation at all. Two patterns of planning event participation were reported.

	1st	2nd
Over 15	5/54	2/54
Under 8	22/54	29/54
0	27/54	23/54

One of the teacher respondents reported over 15 planning events both semesters.

3. As in number of training and planning events, there was no significant difference between first and second semester in the number of Teacher Corps

evaluation events attended by the teachers reporting. 27 of 54 (first semester) and 27 of 54 (second semester) reported attending no evaluation events. 20 of 54 reported no evaluation participation at all.

Pattern of attendance distribution is as follows:

	1st	2nd
Over 6	5/54	2/54
Under 5	21/54	28/54
0	28/54	24/54

4. When asked about new additional work related contacts as a result of Teacher Corps, 3 of 54 reported over 300 contacts. An additional 17 of 54 reported over 45 new and additional contacts. 8 of 54 reported no additional contacts. Interestingly enough in all instances of additional contacts 60% or more of these contacts were reported to be with other teachers and school administrators. A small number (less than 5%) of contacts were reported with the community.

5. Reports of participation in Network activities were unusual. 27 of 54 reported no participation in one or two activities. 22 of 54 reported participation in one or two activities. 5 of 54 reported participation in three to six activities.

6. Reported participation in additional or new events related to the Teacher Corps project by 10th Cycle project teacher participants attending the developmental conference seem lower than one would expect. This is particularly true of evaluation events if documentation and demonstration are a major concern of the projects. Teacher Corps project participation seems to have increased the number of contacts with professionals (teachers, administrators, project staff) at the school significantly, but community and parent contacts have not

increased markedly.

Additionally, if one considers teacher participation in decisions about training events one finds that 27 of 54 teachers report no participation, 15 of 54 teachers report participation in one to six decisions, and 11 of 54 teachers report participation in ten to all decisions. Report non-participation in decisions by 50% of the teacher group reporting at the conference suggests an area of major concern for projects and networks if teacher involvement is an objective of Teacher Corps.

D. Ratings of Training Events

1. 139 training events were noted. They were reported as occuring in the following patterns:

provided by	provided at	number of sessions
university	university	22
university	site	77
school system	site	14
network	site	19
network	university	3
network	other	1
joint	site	2
joint	university	1

*some entered here are probably network activity.

Significant is the number of times (6) network was crossed off and replaced by university and identification of a session by most teachers as a university

sponsored session when only one member indicated network sponsorship. Only in the Far West and LOAN networks are network training events clearly and definitely identified. Network sponsorship in other instances is at least confused in the minds of the teachers reporting here.

Additionally, 99 of 139 events are perceived as university initiated. Of these 22 of 99 are perceived as occuring at the university. The university is clearly the dominant training resource. More importantly 112 of 139 events occur on site in a school, a significant and remarkable report which indicates site focus of activity.

2. The high proportion of training programs provided at school sites is even more noteworthy when the ratings of relevance and impact are analyzed. Only 44 of 112 ratings of the school site offered training programs were high on quality, relevance and impact, while 18 of 26 ratings of university site offered training were high. Since the content of training programs are specific techniques for teaching such as Reading Materials Workshop, Special Education Techniques workshops, Individualized Instruction workshops, etc. one can wonder why the relevance and impact ratings for these kinds of workshops are lower.

Of note is the fact that 7 of 23 network sponsored events received high ratings in quality, relevance and impact. Also 2 of 23 receive high ratings in quality but the lowest rating in relevance and impact.

3. The common themes of training reported by this teacher sample are:

	number of sessions mentioned
Special Education Skills	28
Reading Skills	24
Training Skills and Project Information	21
Other General Curriculum Related	18
Multi-Cultural	10
Math	9
Individualization and Open Education	9
Values	7
Media	6
Discipline	3
Research	2
Community	2
TOTAL:	139

It is interesting to note that 23 of 139 training workshops were devoted to improving the training and project installation skills of teachers. That an additional 2 of 139 workshops were devoted to research in education and 2 of 139 to community involvement in projects moving to demonstration and community parity might indicate an area of specific concern.

4. The high emphasis in special education and reading is particularly noteworthy in the Texas, Midwest, Far West, and Mid-Atlantic Networks. Training and Project Management Concerns are highest in the Midwest and Mid-South Networks. Reading is the highest concern in the MINK network.

5. To summarize, teachers report most training events as provided by universities on site but not having highest relevance or impact to their classrooms. Network activities are often confused with university sponsored activities.

Minimal number of training events were reported in the demonstration and community focuses of Teacher Corps.

E. Need Improvements to Increase Teacher Service to Children

1. Teachers noted the following improvements as needed in their projects.

1.	more planning	13	about intern program, about project
2.	better communication	12	about project, with university
3.	training in techniques for working with interns	9	supervision, teaching styles
4.	curriculum development	9	
5.	more time	8	for working with interns, for courses
6.	decision-making power	8	on Council, in intern selection
7.	materials	8	
8.	information	7	about courses, about other projects
9.	community involvement	7	
10.	more support personnel	6	paraprofessionals, interns
11.	nothing	4	
12.	attitudes	3	of interns
13.	more space	3	
14.	university and school involvement	2	
15.	credits	2	
16.	not sure	2	
17.	evaluation	1	of project activities
18.	teachers teach	1	university personnel and in-service courses

It is interesting to note that the top three items: planning, communication and training in techniques for working with interns are gap areas as reported

earlier by teachers by the low number of planning, training and evaluation events they reported participation in. Related to this is the one request for improved evaluation of project activities. There is definite interest in more systematic, comprehensive, and intense involvement in the on-going program development of a school site focused project. This is reinforced by the request for improved curriculum development support item four.

3. Many comments implied what is directly recorded in item #6 (more decision making power) and #8 (teachers teach university personnel and in-service courses). Having 27 of 54 report earlier no involvement in decisions about training, it is significant that 9 perceived increased teacher power as a major needed improvement. Networks were mentioned only twice as supportive of improved information flow nationally and about other projects.

F. Summary

1. The 54 participants reporting send a rather clear message to projects and networks:

   (a) Most do not feel parity in decision-making;

   (b) Most do not feel training programs are planned, implemented, evaluated by them and for them;

   (c) Most confuse network and university support;

   (d) Many seek improved skills to work with interns and other teachers particularly for improving teaching skills, improving curriculum, and improving use of school plant;

   (e) Many feel that projects themselves are not planned, implemented or evaluated with them;

   (f) Many report increased expertise in use of special education, reading, math, and other specific curriculum materials and techniques in classrooms;

(g) Some have concern about parent and community involvement;

(h) Few are even aware of the new demonstration focus of Teacher Corps projects.

2. One wonders if the extensive concern by teachers about curriculum development issues and intern training issues might not indicate that few projects have staff assigned to analyze and respond to these needs. It may be that workshops as a response are incomplete, and awareness level responses, when on-going classroom program adaptation and revision support is being requested.